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ABSTRACT

A step-by-step program for developing a staff improvement program within a school is offered. Discussions concerning participant identification, task setting, decision making, policy formation, goal decisions, and evaluation are presented, and record-keeping instruments for similar inservice programs are suggested. (JD)

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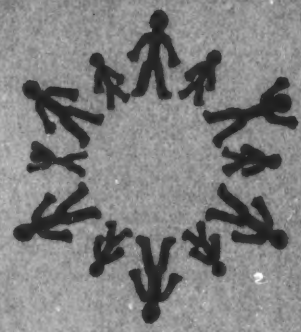

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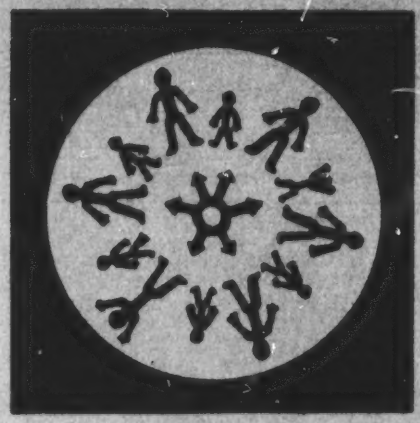
A SCHOOL'S HANDBOOK FOR PLANNING A PROFESSIONAL DEVELOPMENT SYSTEM



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PROFESSIONAL DEVELOPMENT

IS ANY LEARNING WHICH FURTHERS THE KNOWLEDGE, SKILLS, OR ATTITUDES OF PERSONS IN THEIR WORK.

PROFESSIONAL DEVELOPMENT IS USUALLY:

* DONE BY INDIVIDUALS AT RANDOM
* UNRELATED TO INSTITUTIONAL GOALS
* UNMONITORED OR UNDOCUMENTED

PROFESSIONAL DEVELOPMENT CAN ALSO BE:

* ORGANIZED
* RELATED TO INSTITUTIONAL GOALS
* MONITORED FOR EFFECTIVENESS

A SYSTEM FOR PROFESSIONAL DEVELOPMENT

* *

THE ADVANTAGES OF A PROFESSIONAL DEVELOPMENT SYSTEM ARE

1. Achievement of goals more likely
2. Less duplication and redundance
3. Better use of resources
4. More effective use of professional time

* *

THE DISADVANTAGES OF A PROFESSIONAL DEVELOPMENT SYSTEM ARE

1. More work for some one
2. It's hard to please everyone
3. Commitment required
4. Hard questions get asked

* *

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A PROFESSIONAL DEVELOPMENT SYSTEM SHOULD . . . . . .

1. ASSIGN RESPONSIBILITY
2. CLARIFY GOALS
3. MONITOR ACHIEVEMENT
4. COORDINATE FUNCTIONS
5. DO LONG-RANGE PLANNING

TO CREATE A SYSTEM

I. SYSTEM DECISIONS

DECIDE #1

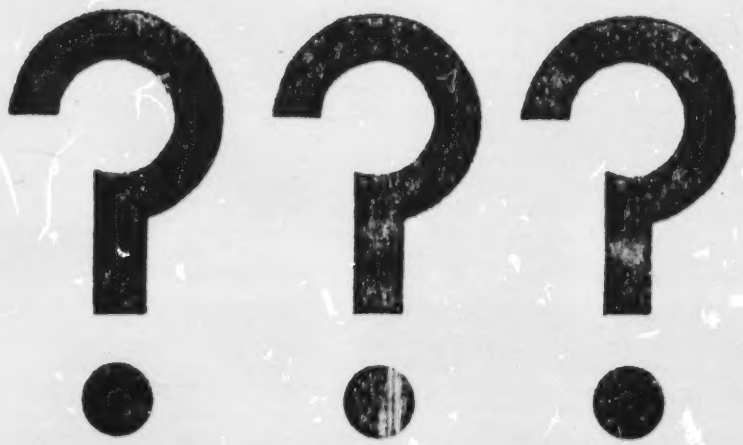
WHO WILL MAKE DECISIONS ABOUT A PROFESSIONAL DEVELOPMENT SYSTEM ? ? ?

* AN INDIVIDUAL
* A GROUP ... COMMITTEE
* TOTAL STAFF

DECIDE #2

HOW THE DECISIONS WILL BE MADE ? ? ?

* CONSENSUS
* MAJORITY VOTE
* DICTATED



GOAL DECISIONS

A GOAL IS A STATEMENT OF WHAT PROFESSIONAL DEVELOPMENT IS TO ACHIEVE.

A. INDIVIDUALS CAN WORK TOWARD INDIVIDUAL PROFESSIONAL GOALS

OR

B. INDIVIDUALS CAN WORK TOWARD A COMMON INSTITUTIONAL GOAL

TO BE CONTINUED . . . .

A GOAL CAN BE:

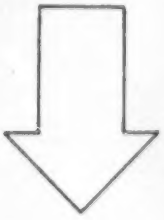
* SHORT RANGE
  - 1 SEMESTER
  - 1 YEAR
* LONG RANGE
  - 2 YEARS
  - 5 YEARS

A GOAL CAN BE:

* SPECIFIC
  - INCREASED SKILLS IN TEACHING READING
* GENERAL
  - DECREASE VANDALISM

A GOAL CAN BE:

* FOR A FEW
  - READING TEACHERS ONLY
* FOR EVERYONE
  - TOTAL STAFF



GOALS DETERMINE THE PROGRAM CONTENT OF PROFESSIONAL DEVELOPMENT.

POLICY DECISIONS

POLICY DECISIONS DETERMINE
THE PARAMETERS
OF THE SYSTEM

#1. PARTICIPATION OF INDIVIDUALS WILL BE

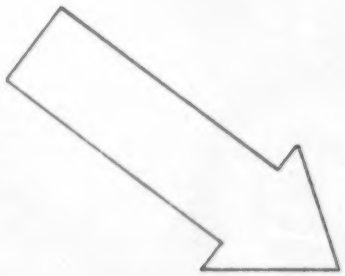
* VOLUNTARY
* MANDATORY

#2. RESPONSIBILITY IS HELD BY

* AN INDIVIDUAL
* A COMMITTEE
* TOTAL STAFF

SELECTED BY

* STAFF VOTE
* VOLUNTEERISM
* MANDATE



MORE

#3. EVALUATION IS A JUDGMENT ABOUT HOW CLOSE YOU GET TO A GOAL. THE GOAL DETERMINES WHO IS JUDGED ON WHAT.

EVALUATION CAN BE DONE BY

* INDIVIDUAL
* COMMITTEE
* PEERS
* OUTSIDER

#4. RESOURCES ARE MONEY, PEOPLE, TIME, AND MATERIALS.

RESOURCES CAN BE ALLOCATED BY

* INDIVIDUAL
* COMMITTEE
* TOTAL STAFF

#5. PROGRAM IS MADE UP OF A SERIES OF EXPERIENCES THAT ARE RELATED BY THE GOAL THAT IS TO BE ACHIEVED.

PROGRAM EXPERIENCES ARE DETERMINED BY

* INDIVIDUAL
* COMMITTEE
* TOTAL STAFF

PROFESSIONALS HAVE A JOB TO DO. PROFESSIONALS CAN ONLY BE PART-TIME LEARNERS. ANY SYSTEM OR PROGRAM OF OFFERINGS THAT IS ALL TIME-CONSUMING FOR ALL STAFF WILL FAIL.

TO CREATE A PROFESSIONAL DEVELOPMENT SYSTEM WILL . . . .

1. PROBABLY TAKE A YEAR
2. PROBABLY BE DONE BY COMMITTEE
3. NECESSITATE A LEADER
4. BEGIN WITH A FULL DAY WORK SESSION
5. REQUIRE SOME MONEY FOR LEADER'S TIME AND MATERIALS.

CREATING A PROFESSIONAL DEVELOPMENT SYSTEM

I. Getting Started

A. Who will work on task?

B. How will group make decisions?

C. Who is leader of work group?

II. Beginning Work

A. Set Task: The task of this group is to create a professional development system.

B. Decisions:

1. Goal

Institutional	Short Range	Specific	For Few
Individual	Long Range	General	For Everyone

2. Policy

a. participation will be
b. responsibility held by
c. selected by
d. evaluation done by
e. resources allocated by
f. program's experiences determined by

C. Written Statement describing system

D. Approval of system

III. Ending Work

A. Evaluation of task

II. RECORD KEEPING

RECORDS ARE KEPT OF ACHIEVEMENTS.

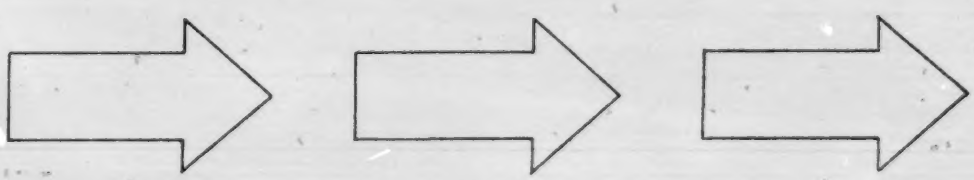
THEY ARE MILESTONES, LANDMARKS, OR END POINTS FOR NEW BEGINNINGS.

THEY PROVIDE INFORMATION FOR MAKING DECISIONS.

INSTITUTIONS HAVE TRADITIONALLY KEPT THE RECORDS AND PARTICIPANTS GET TRANSCRIPTS AND DIPLOMAS.

ANY LOCAL SYSTEM OF PROFESSIONAL DEVELOPMENT WILL KEEP TOTAL PROGRAM RECORDS OF

- CONTRACTS
- REGISTRATION
- EVALUATION/ACHIEVEMENTS
- COSTS



Service Contract

Please complete and return to:

The following person(s) agree to provide services to _____

_____

1. WHO: _____

   Work Address: _____

   _____

   Telephone: _____

   Home Address: _____

   _____

   Telephone: _____

2. WHAT: _____

   _____

   _____

3. WHEN: Date _____

   Time _____

4. WHERE: _____

   _____

   _____

5. Fee: _____

6. DESCRIPTION OF OFFERING FOR PUBLICITY:

   _____

   _____

   _____

   _____

   _____

   _____

   _____

7. SPECIAL ARRANGEMENTS:

_____
Signature

_____
Date

_____
Signature

(REGISTRATION SHEET)

Title: _____ Total # Participants _____

Instructor: _____

Location: _____

Dates: _____ Times: _____

NAME	WORK ADDRESS	Grade, if Applicable
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

WORKSHOP EVALUATION

1. My knowledge of materials and concepts presented prior this workshop was:

1	2	3	4	5	6
(low)					(high)

2. The extent this workshop increased my knowledge about the materials and concepts is:

1	2	3	4	5	6
(low)					(high)

3. The overall usefulness of this workshop for me is:

1	2	3	4	5	6
(low)					(high)

4. The organization of the workshop was:

1	2	3	4	5	6
(poor)					(excellent)

5. The clarity of presentations was:

1	2	3	4	5	6
(poor)					(excellent)

6. The expertise of presenters was:

1	2	3	4	5	6
(low)					(high)

7. The strengths of this workshop were:	8. The weaknesses of this workshop were:

For me the next step now is _____

INSTRUCTOR'S EVALUATION

Name _____

Workshop Title _____ Workshop Dates _____

1. How did participants respond to you, in general?

2. Did you have sufficient time for your program?
   If not, please specify:

3. If you gave assignments, did participants complete them?

4. Do you feel the participants' expectations of the course were consistent with what you presented?

5. What was accomplished/achieved by participants during your work?

6. Briefly state any problems that arose, if any:

Program

REPORTING

OBJECTIVE _____

_____

_____

_____

What Happened:

What Didn't Happen:

Changes Needed:

PRODUCTS/OUTCOMES _____

_____

_____

_____

EXPENSE REPORT

Name: _____ Date: _____

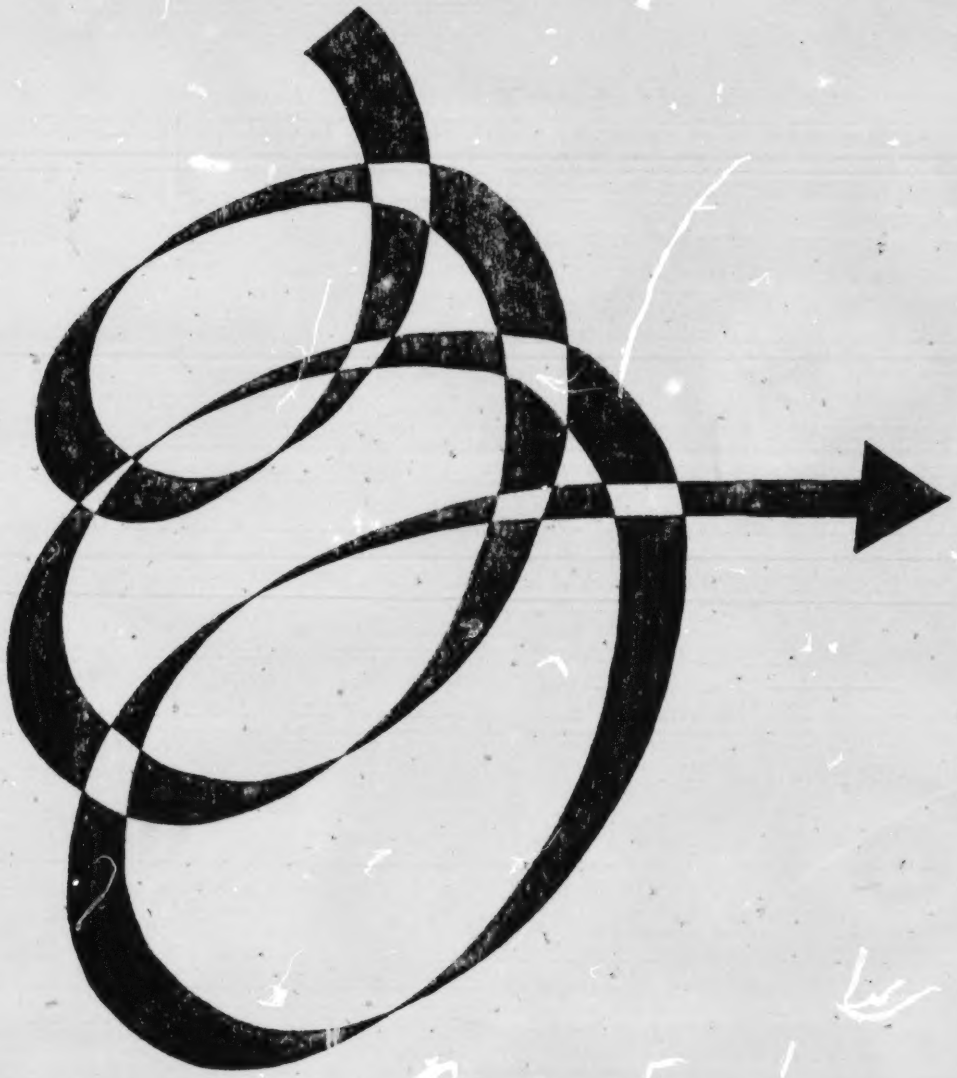
Address: _____

_____

Activity: _____

	Amount
Professional Services	
Mileage (please circle appropriate amount) .10 .12 .15	
Airfare	
Other Transportation	
Meals	
Lodging	
Other	
TOTAL:	$_____

ALL INFORMATION IS THEN SUMMARIZED FOR REPORTING, PLANNING, AND FURTHER DECISIONS.



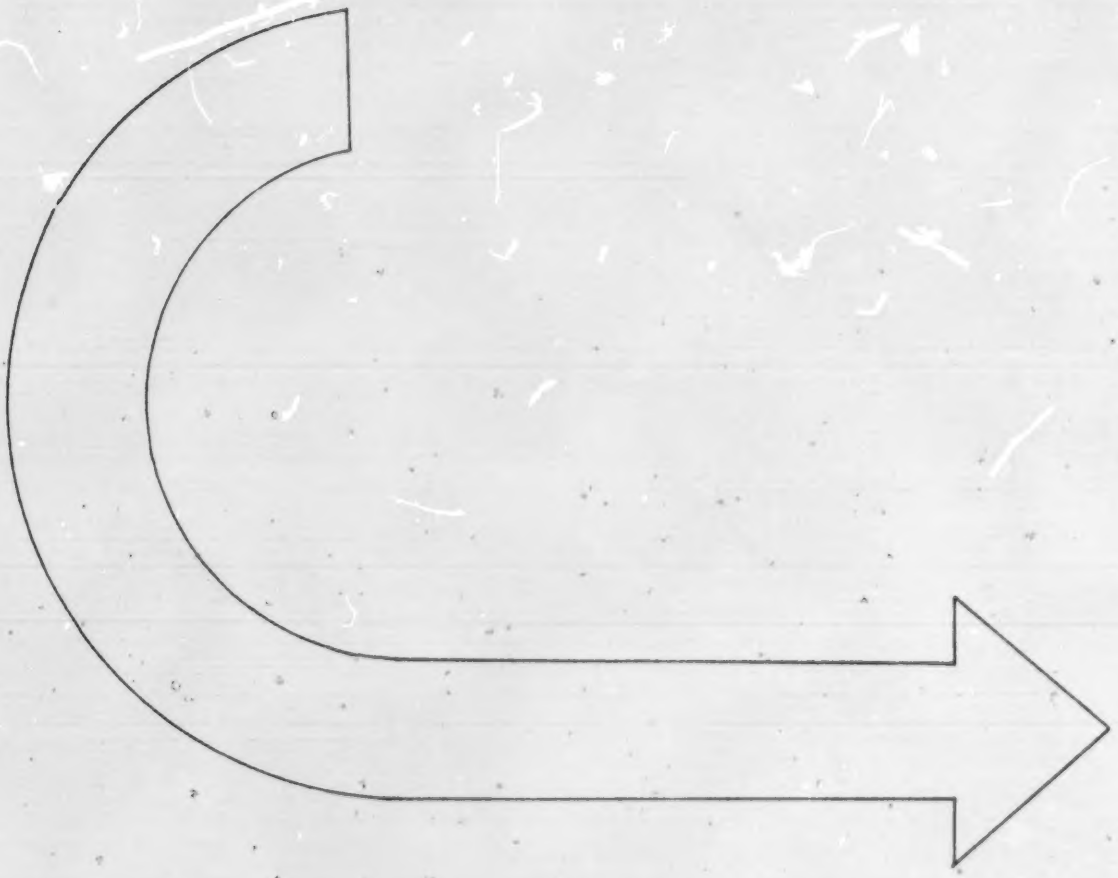
INDIVIDUAL PROFESSIONAL DEVELOPMENT PROGRAM ACTIVITIES

A. Format of Learning	
B. Total Contact Hours	
C. Instructor(s)	
D. Content Area	
E. Number of Participants	
F. Cost	
G. Learning Outcomes Hoped For	
H. Consensus of Participant Evaluation	
I. Achievements	

INDIVIDUALS MUST KEEP RECORDS ON:

PROFESSIONAL PLAN & RESULTS

PROFESSIONAL EXPERIENCES



PROFESSIONAL PLAN

Institutional Goal:
Institutional Evaluation Plan:
Individual Objective:
Individual Evaluation Plan:

Professional Experiences	Date

Individual Results:

Institutional Results:

PROFESSIONAL EXPERIENCES

NAME _____

TASK:

ACTIVITIES:

PRODUCT:

III. PROGRAM ELEMENTS

THERE ARE COMMON PROGRAM ELEMENTS IN ANY PROFESSIONAL DEVELOPMENT SYSTEM THAT DO NOT VARY WITH THE NUMBER OF PEOPLE INVOLVED.

THE BENEFITS OF LEARNING

THE TIME LEARNING OCCURS

THE FORMAT OF LEARNING

THE PROCESS OF LEARNING

THE TYPE OF LEARNING

1 THE BENEFITS OF LEARNING

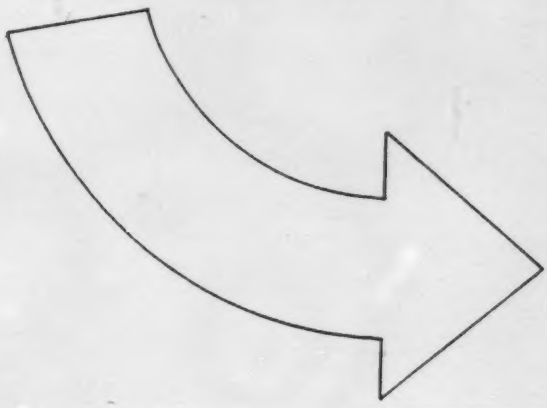
IN THE PAST IT HAS BEEN NECESSARY TO OFFER EXTRINSIC REWARDS TO GET PROFESSIONALS TO CONTINUE THEIR LEARNING.

THE REWARD SYSTEM HAS BEEN:

INDIVIDUALS PAY TUITION
FOR UNIVERSITY CREDIT AND DEGREES
GET MORE MONEY ON SALARY SCALE
RENEWAL OF LICENSE

THAT IS CHANGING TO:

- MOST PROFESSIONALS NOW HAVE ADVANCED DEGREES.
- THE SALARY SCALE IS ADEQUATE
- THE RECERTIFICATION PROCESS IS MORE OPEN TO ALTERNATIVE LEARNING EXPERIENCE.



EXTERNAL REWARDS ARE VIABLE FOR ONLY A FEW. THE BENEFITS OF LEARNING MUST NOW BE BASED ON:

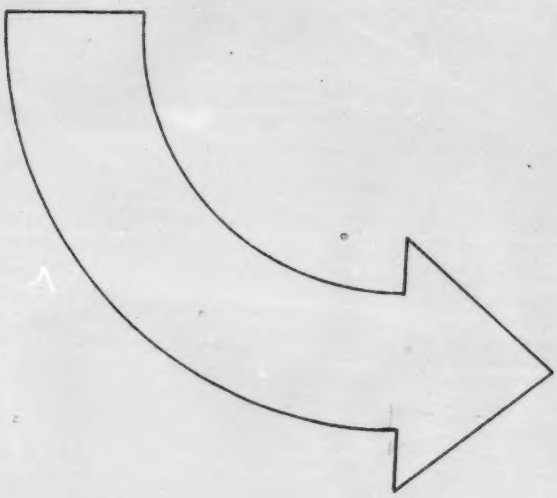
- THE INTRINSIC DESIRE OF THE PROFESSIONAL

OR

- THE MAGNITUDE OF THE PROBLEM

OR

- THE LAW MANDATING ADULT LEARNING



2 THE TIME LEARNING OCCURS

THE DIFFICULTY IN SCHEDULING PROFESSIONAL DEVELOPMENT LIES IN TRYING TO RELEASE THE TOTAL STAFF AT ONE TIME. THIS PLAN BY NECESSITY MEANS CHILDREN DO NOT COME TO SCHOOL. ANOTHER OPTION LIES IN STAFF HAVING A SET NUMBER OF PROFESSIONAL DAYS ALLOTTED PER YEAR. THEN PROFESSIONAL DEVELOPMENT OFFERINGS CAN BE SCHEDULED FOR SMALL GROUPS OF STAFF UTILIZING INDIVIDUAL PROFESSIONAL DAYS.

THE ISSUE INVOLVED IS WHETHER PROFESSIONAL DEVELOPMENT IS PART OF THE NORMAL WORK DAY OR IS A RESPONSIBILITY OF THE INDIVIDUAL PROFESSIONAL TO OBTAIN AFTER THE WORK DAY. THE ANSWER CLEARLY IS BOTH. A PERSON LEARNS AND WORKS; THEY ARE INTERRELATED. SCHEDULING OF PROFESSIONAL DEVELOPMENT EXPERIENCES WILL UNDOUBTEDLY INCLUDE BOTH THE NORMAL WORK DAY AND TIME AFTER WORK DAY.

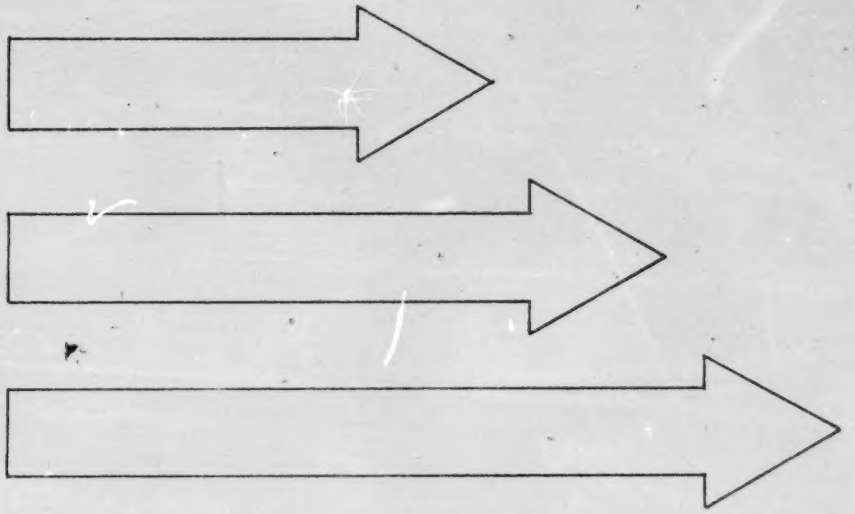
TIME SCHEDULE OPTIONS

After School	The traditional inservice has been immediately after work when professionals are at their lowest energy point. Only minimal learning can occur at best.
1/2 Days: Morning Afternoon	A half day of professional development coupled with a half day of work is an increasingly popular form of scheduling. A number of school systems operate a 4 1/2 week for students with Wednesday or Friday afternoons reserved for staff development. If this is done on a regular basis, many formats become possible.
Evenings	Evenings are a viable option if staff live within an hour's drive of where the offering is held. As students most of us have driven to the university for our evening classes. Fifteen consecutive weeks is just too long to sustain active learning in the evenings.
Full Days	Rarely does the outcome of a full day experience justify the release of <u>total</u> staff. They can be useful <u>initially</u> in a professional development program to create awareness level learning or to build a common theme for later individual work. Professional days for individuals hold greater potential for useful learning.
Weekends	The Friday night, Saturday, Sunday offering scheduled 2-3 times per year has been used with much success. There is enough time for significant learning to occur. Professionals have used this schedule to attend regional and national conferences for years.
Summers	Other than the occasional summer curriculum committee, professionals do not return to their work environment. Instead they drive to the university.

THE FORMAT OF LEARNING

INSTITUTES, WORKSHOPS, COURSES, SEMINARS, CONFERENCES, PROJECTS, WORK GROUPS, MEETINGS.

THE WORDS ARE KNOWN BY ALL, BUT WHAT THEY MEAN VARIES WITH THE INDIVIDUAL. AGREEMENT BY LOCAL GROUPS ON THE MEANING OF THESE TERMS CAN LEAD TO BETTER CHOICES BEING MADE ABOUT THE FORMATS REALLY WANTED.



COMMON FUZZY MEANINGS

Course	- Meets at regular intervals from 1-3 hours per session for 15 weeks - 15-45 total contact hours - 1-3 hours university credit - Broad content
Workshops	- 2-15 hours done on 1 or 2 days - No credit, may have recertification credit - Specific, focused content - Little reading or writing expected - No assignments. No tests.
Seminar	- Small group - Specific, individual study about common theme - Individual interaction with instructor
Conferences	- 1-3 day time period - Short offerings for individual choice - Some unifying theme to offerings - Held at some commercial facility
Institutes	- Same as above! - Credit may be available for attendance
Work Groups	- Clear task to accomplish something - Time determined by task
Meetings	- To get information or make decisions - Can be regular or sporatic - Not considered learning
Conventions	- 2-3 day time period - Everyone travels - Lots of experts to hear - National perspective
Presentation	- Short lecture - May include visuals

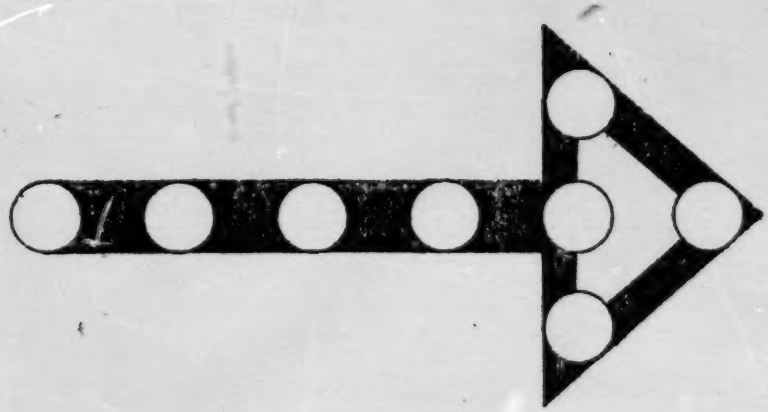
4 THE PROCESS OF LEARNING

ANY PROGRAM MUST BE FOUNDED ON THE KNOWLEDGE OF HOW PEOPLE LEARN.

THE PROCESSES OF LEARNING ARE THE CRITERIA OR STANDARDS AN INSTRUCTOR USES TO DECIDE WHICH

METHODS
ACTIVITIES
PROCESSES

WILL ACTUALLY BE USED AS THE LEARNING EXPERIENCES OF A PROFESSIONAL DEVELOPMENT PROGRAM OFFERING.



THE LEARNING PROCESS

1. EXPLORATION	Participants need an opportunity to get acquainted with the content. Think of exploration as getting participants to view the goods before the auction starts rather than just waiting for them to be put up, one by one. Participants can look at materials, skim articles, generate questions, or share opinions with others. Participants need time to get involved with the content in their own way if useful learning is to occur.
2. INTERACTION	Participants' own experiences, feelings, attitudes form the base for the most important learning experiences. Interaction is a way of removing participants from their relative isolation, getting input from other perspectives, and furthering thinking. Variable grouping patterns - between friends, strangers, pairs, small group, large group - are necessary to encourage the most productive interaction.
3. ACTIVE PARTICIPATION	Twenty minutes is as long as most of us can sit in one place without fidgeting. Even concerts have intermissions. The need of all participants for physical movement and use of senses is often forgotten in adult learning. Just changing groups provides some movement. Activities which demand active listening, rather than passive listening, will increase the alertness and, therefore, learning of most groups.

4. REFLECTION AND ARTICULATION	Reflection must remain open-ended with no expectation of "right" or "wrong" responses and serve as a vehicle for clarification and understanding. A do-stop-think process is necessary to make sense of activity that can otherwise be perceived as isolated and useless. Reflecting and articulating by participants on the what, how, and why of the activity raise learning from the unconscious to a conscious level.
5. SYNTHESIS OR INTEGRATION	Time is most often the major factor in synthesizing and it can not be programmed to occur. For participants to integrate new learnings with what they already know, a task or assignment to be done later is helpful. Comparing past with present also furthers this process. Without synthesis, each new technique, skill, or concept becomes just one more "innovation."

5 THE CONTENT OF LEARNING

IS

KNOWLEDGE

SKILLS

ATTITUDE

CONTENT OF LEARNING

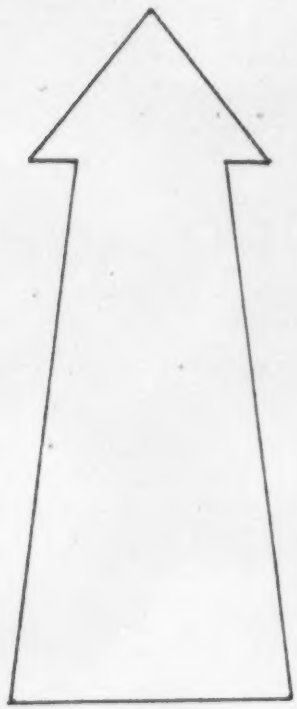
AWARENESS:	Awareness sessions are usually introductions to a concept or technique. Participants rarely learn skills here but should leave the session with the information necessary for deciding whether they want to know more or whether the information presented could be useful in their work. Such sessions should be short - 2 hours at most - and exploratory in nature.
SKILLS:	Participants should leave a skill session with at least one new skill. Trainer demonstration and participant practice with leadership shifting from the trainer to the participants is a common sequence. The length of the session depends on the complexity of the skill, but participants must leave knowing what they have learned.
TRANSFER OF SKILLS:	Learning a skill and trying it out on the job are two different activities. A "transfer" session best directly follows a skill-learning session. Providing both activities eliminates premature judgments like "my students won't do this," "this is dumb" or "I don't see how this will help in my work." Participants need to separate themselves as learners from themselves as workers and be given a safe situation to try out the skill. Then problems can be discussed on the basis of real experience.
KNOWLEDGE:	Knowledge sessions include facts, theories, concepts, ideas. The most successful knowledge sessions include exploration, participation in short experiments, structured observations, and reading interspersed with a number of structured reflections. The lecture that holds the attention well enough or long enough to achieve understanding is possible, but rare.
ATTITUDE:	Changing or developing attitudes is hard and at best can only occur through very intensive learning experiences over a 5-day period or over a very long time period with less intense instruction.

Individualizing instruction with large groups to offer several levels simultaneously in a short amount of time is almost impossible. To make offerings available beyond awareness and skills necessitates the commitment of participants to expending more time and effort and requires greater financial resources for instructors.

IN A SUCCESSFUL PROFESSIONAL

DEVELOPMENT PROGRAM:

1. ALL ACTIVITIES ARE RELATED TO A GOAL.
2. LEARNING DOES OCCUR.
3. ACHIEVEMENT OF GOAL IS DETERMINED.
4. INFORMATION IS PUBLIC.



WORK PLAN

TASK: To develop a district-wide professional development system by _____.

TIME LINE

ACTIVITIES	PERSON RESPONSIBLE	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	RESULT/OUTCOME

-36-